

The subjects of this examination comprise all the subjects of instruction in the primary schools.

Those who prove themselves the most efficient, are selected for admission, and once admitted their course in life is secured, because they pay nothing for their education, little, and in many cases nothing for their board; and when they leave the College, if they pass their final examination satisfactorily, they receive an appointment immediately. Even if their first place is an inferior one, they are sure to obtain the more valuable situations as vacancies occur, if their conduct, progress, and abilities prove satisfactory.

The period of residence in these Colleges is three years, and the students during that time are educated most carefully in—

I. Religious instruction, including the Holy Scriptures, and the History of Christianity.

II. The German language, including exercises in composition, writing, grammar, and reading.

III. Mental Arithmetic.

IV. Mathematics, including Arithmetic and Mensuration.

V. History.

VI. Physical Geography.

VII. Botany and Gardening.

VIII. Natural History.

IX. Drawing.

X. Music, including lectures on the theory and practice of music, constant practice in singing, and playing the organ, piano-forte, and violin.

XI. Pedagogy, or the art of teaching children. This is taught in village schools attached to the Colleges, in which the young men practise teaching under the personal direction of the Professors.

XII. Medicine. This may seem a strange part of their education, but every student in a Prussian Teachers' College is taught how to treat cases of suspended animation, wounds occasioned by the bites of dogs, injuries by fire, &c.; also how to distinguish poisonous plants, and how to employ some of the more ordinary antidotes.

Public examinations are held, every year, in each of these great Institutions, and at these times all the students, who have completed their three years course of education and practice, and all other candidates who choose to present themselves, are examined by the Director and Professors. Every one who passes this examination, receives a diploma, stating his fitness to be a Teacher. Those who do not, are obliged to continue their education at their own expense, until they are able to prove, that they have attained adequate knowledge and sufficient expertness in the art of Teaching to deserve one. Without such a certificate of merit, no one in either Germany or Switzerland is ever allowed to practise as a Teacher.

It must not be imagined, that it is the Government which appoints to the vacant posts in the village and town schools. The parochial and town school committees do this; and as they always prefer a tried and experienced man to a young and untried one, the successful Teachers always get moved on, from the inferior situations, until they obtain the places of Professors or Directors in the Normal Colleges.

From this sketch, it may be imagined what an able and efficient class of Teachers is obtained. I spent many months in the society of these men, both in the towns and in the quiet country villages throughout Germany and Switzerland, and am only too happy to bear testimony to their ability and industry, and to the admirable effects of their labours.

In Prussia alone, there are 30,000 men who have been trained in this manner, now at work in the Primary Schools; while the 45 Prussian Normal Colleges contain 2,600 young persons who are being educated to supply the vacancies annually occasioned in the Teachers' ranks by deaths, superannuation, illness or other causes.

And a similar system, be it remembered, is in operation throughout the whole of Germany, Switzerland, and Denmark.

#### A CODE FOR THE SCHOOL.

(From a Correspondent of the New York Observer.)

Stepping into the Senate of Virginia, a few days ago, with a friend, while I was on a visit in Richmond, I was introduced to a Senator, who at once claimed me as an early schoolmate of his, in the northern part of the State of New York. "Is your first name S—?" he asked. I told him it was. "And is your father's name N—?" he continued. I assured him he was right again: when he went on to say, that "he remembered those days with deep interest; and especially," said he, "that *ROLL OF HONOUR*. It has been a blessing to me ever since; teaching me lessons of self-government, and inspiring sentiments which I regard as essential to the formation of right character." Having learned from him the particulars of his progress from C. W. Academy to the Senate of Virginia, I parted from him with grateful remembrances of the system of education and moral training, in which he and many others, whom I know, had laid the foundation of future success and respectability in life.

This allusion to an institution which made no claims to high authority, and yet I am persuaded had a most important influence in forming the characters of hundreds of young men, and mere boys, for posts of honour and usefulness, which many of them are now occupying, determined me at once to lay before the public eye, which has never been done before, a history of the origin and operation of a "*Code of Laws*," which was maintained for many years, in a literary institution of this State, under the simple style of the

#### ROLL OF HONOUR.

More than thirty years ago, my father was Principal of a literary institution, which had previously, under the charge of the most approved instructors, attained a high eminence; but from a series of unfortunate events, had sunk down into a state bordering on extinction.

He entered upon his duties, with a school of seventeen pupils of all sizes and grades; but, by a gradual and rapid increase, the guardians of the institution had the satisfaction, in a few months, of finding nearly one hundred students within its walls, and a large proportion of them classical scholars.

It is not my present object to develop the method of instruction pursued in this seminary, but simply to present a unique plan that was adopted for the discipline of the classical department, which, while it fully secured the object of maintaining order and habits of industry in the prosecution of study, it is believed, had a most important influence in forming the character of the pupils to every manly virtue.

As to its origin, I have often heard my father say, that the only clue that suggested itself to his mind was Napoleon Bonaparte's institution of his "*Legion of Honour*;" and that the entire code was drafted on the principle suggested by that imposing title, which he believed might be made as influential on the minds of American boys as on proud and chivalric Frenchmen.

#### "THE ROLL OF HONOUR."

Article I. Every scholar in the classical department, and every English scholar over 14 years of age, may affix his name to a card to be publicly suspended in the school room, styled the "*ROLL OF HONOR*," and shall wear a badge of distinction, (in his button hole,) during the hours of instruction, and at all other times if disposed. English scholars younger than 14 years shall be admitted only by unanimous consent.

Art. II. The act of signing shall be a *pledge of sacred honour*, on the part of each subscriber, to the observance of the following rules:—

Section 1. That he will, in all cases, treat the officers of the institution with respect, and never speak aloud in school, except to the instructor, or by his permission.

Sec. 2. That he will not be guilty of laughing and trifling, nor any other conduct forbidden by the laws of the institution, or unbecoming young men of honor and respectability.

Sec. 3. That he will maintain due gravity during school hours, diligently apply himself to study, and aim at distinguishing himself by his acquisition as well as deportment.

Sec. 4. That he will, on all occasions, on entering the school room, uncover himself; and in retiring from it, and also before the public eye, maintain a manly deportment, never indulging in boxing, scuffling, or any other rude and puerile conduct, except in the play-grounds and such other places, and under such circumstances, as may render those indulgences admissible. The use of profane or obscene language or gestures, which are peremptorily forbidden by the laws of the institution, are to be regarded among the highest offences against this code.

Sec. 5. The above rules are to be regarded equally sacred when every instructor is absent from the room as when present; and it shall be considered as dishonorable, and matter of charge, for any member of the Roll, witnessing a violation of any of its rules, when the fact can be established by complete testimony, not to present the delinquent for trial.

Art. III. A violation of the above pledge in any particular, observed by a classical instructor, or proven by two members of the Roll, shall be marked by a cross affixed to the name of the delinquent on the card; and every name upon receiving three such marks in any one term, shall be erased from the Roll.

Art. 4. When an accusation is made, which must be in writing, with the names of at least two witnesses on the list, of which the accuser may be one, the fact may be determined by three members of the Roll, one to be named by the Principal or a classical instructor, another by the accused, and the third by those two; or in case they do not agree without delay, then, by the instructor.

Art. V. All trials shall be held at the close of school. No time is to be occupied in qualifying the triers or witnesses, as all are acting under a pledge of honour. The accused shall have the privilege of employing the aid of any member of the Roll in conducting his defence; and the presiding officer shall, if he thinks it necessary, appoint a member to manage the prosecution. But no unnecessary time is to be consumed in arguing the case. The bare presentation of the facts is all that is required.